SPECIMEN

INSTRUCTIONS TO CANDIDATES

- Write your name in capital letters, your Centre Number and Candidate Number in the spaces provided in the Answer Booklet.
- Read each question carefully and make sure you know what you have to do before starting your answer.
- Answer all questions.

INFORMATION FOR CANDIDATES

- The number of marks for each question is given in brackets [ ] at the end of each question or part question.
- The total number of marks for this paper is 60.

You have carried out your own study of _(topic of the year)_ using practical research methods. Answer the questions in both sections about your research.

Section A - Preparing the topic for research

Answer **all** questions.

1 What was your hypothesis, and how does it relate to (topic of the year)? **[2]**

2 Identify and explain **two** of your aims. **[4]**

3 Explain **two** ways in which your chosen area of study links to wider society. **[4]**

4 Identify the **two** primary methods you used to investigate your hypothesis. **[2]**

5 Choose **one** of these primary methods and explain why you used this to investigate your hypothesis. **[2]**

6 Identify the **two** secondary sources you used to investigate your hypothesis. **[2]**

7 Choose **one** of these secondary sources and explain why you used this to investigate your hypothesis. **[2]**

8 Identify **one** of your pieces of data as 'quantitative data'. **[1]**

9 Identify **one** of your pieces of data as 'qualitative data'. **[1]**

Section A Total [20]

Section B - Applying the Methods

Answer **all** questions.

10 Sampling

   (a) Describe what is meant by the term "*sampling"*.   **[2]**

   (b) Explain how you used '*sampling'* in your study.   **[4]**

11 Secondary Data

   (a) Explain the results you obtained from your **two** sources of secondary *data.*   **[4]**

   (b) Evaluate how **one** of your sources of secondary data was useful to your research:

      How did it;

- help to meet your aims?
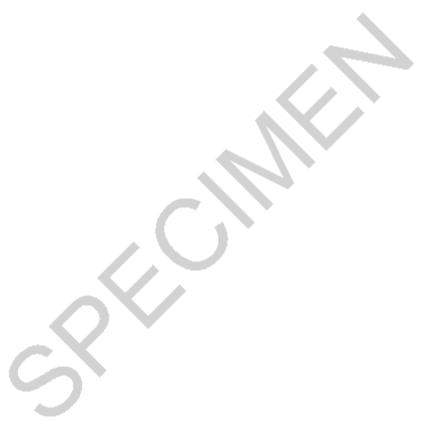
- help to prove or disprove your hypothesis?   **[4]**

12 Validity

   (a) Describe what is meant by the term '*validity'* of data.   **[2]**

   (b) Explain **two** ways you tried to make sure the data from your methods and sources would be *valid.*   **[4]**

   (c) Evaluate how far your data was '*valid'* at the end of your research:

    •explain **one** way in which a piece of data you used was valid.

    •explain **one** way in which a piece of data you used was not valid.   **[4]**

13 Identify and explain two problems you had, or potential problems you may have had, when using your *primary methods* to meet your aims or investigate your hypothesis.   **[4]**

14 Evaluate your research by looking at;

- how far you might make changes to your aims and hypothesis;

- how you could extend your study to other issues in the topic of (*topic of the year*).   **[12]**

Section B Total [40]

Paper Total [60]

4

The maximum mark for this paper is 60.

Section A - Preparing the topic for research		
Question Number	**Answer**	**Max Mark**
1	**What was your hypothesis and how does it relate to (topic of the year)?** **Zero marks** for no evidence submitted or response does not address the question. **One mark** for the identification of a statement/ question to be tested. **Two marks** for an application of their knowledge to identify a statement which relates to the topic (stated in the specification for the given year) being studied and which can be tested.	**[2]**
2	**Identify and explain two of your aims?** **Zero marks** for no evidence submitted or response does not address the question. **One mark** for the correct identification of an aim (related to the topic). **One mark** for an accurate explanation of this aim and how it has been focused to investigate the topic. Two marks maximum for each aim **A maximum of four marks**	**[4]**
3	**Explain two ways in which your chosen area of study links to wider society** **Zero marks** for no evidence submitted or response does not address the question. **One mark** for the correct identification of a clear link. **One mark** for an explanation of this link which shows a good understanding of structures and processes and how the topic links to wider issues in society. Two marks maximum for each way **A maximum of four marks**	**[4]**
4	**Identify the two primary methods you used to investigate your hypothesis** **One mark** for the correct identification of a primary method Candidates identify two primary methods from: • Questionnaires • Non-participant observation • Participant observation • Interviews (structured, semi structured and unstructured) • Content analysis **A maximum of two marks**	**[2]**

Section A - Preparing the topic for research		
Question Number	**Answer**	**Max Mark**
5	**Choose one of these primary methods and explain why you used this to investigate your hypothesis.** **Zero marks** for no evidence submitted or response does not address the question. **One mark** for a brief explanation of why this method was used, with a weak link to the hypothesis. **Two marks** for a detailed explanation of why this primary method was used, in which the focus must relate to this being the collection of *primary* data. eg. I gave them (eg questionnaires) to 10 teenagers and 10 parents so I could compare their views today on --- (relating to the candidate's hypothesis) **A maximum of two marks**	**[2]**
6	**Identify the two secondary sources you used to investigate your hypothesis.** **One mark** for the correct identification of a secondary source Candidates identify one secondary source from: • Official statistics • Non official statistical data • Historical documents and personal documents and diaries • Broadcast media material (e.g. TV, radio,) • Published media material (eg newspapers, magazines) • Internet • Published sociological studies. **A maximum of two marks**	**[2]**
7	**Choose one of these secondary sources and explain why you used this to investigate your hypothesis.** **Zero marks** for no evidence submitted or response does not address the question. **One mark** for a brief explanation of why this secondary source was used, with a weak link to the hypothesis. **Two marks** for a detailed explanation of why they chose this one source of secondary data (with relevance to their own hypothesis). The focus must relate to this being the collection of *secondary* data e.g. to find out (e.g. from statistics) if the behaviour of people with regard to… (Related to the candidate's hypothesis) has increased or decreased over the last 20 years.	**[2]**

Section A - Preparing the topic for research		
Question Number	**Answer**	**Max Mark**
8	**Identify one of your pieces of data as quantitative data.** **One mark** for the correct identification of a piece of quantitative data (this can be primary or secondary). **Primary** • Statistical data from the 2 primary methods used. **Secondary** • Official statistics • Non official statistical data	**[1]**
9	**Identify one of your pieces of data as qualitative data.** **One mark** for the correct identification of one piece of qualitative data (this can be primary or secondary). **Primary** • Any descriptive data from the 2 primary methods used **Secondary** • historical documents and evidence • personal documents and diaries • media material (e.g. newspapers, TV, radio, internet, magazines)	**[1]**
	Section A Total	**[20]**

Section B- Applying the Methods		
Question Number	**Answer**	**Max Mark**
10(a)	*Sampling* **Describe what is meant by the term '*sampling'* Zero marks **for no evidence submitted or response does not address the question.** **One mark** for a vague description of the term sampling. Typically a 1 mark answer will reveal a vague idea of sampling as choosing people to give information **Two marks** for a concise and clear knowledge and understanding of the term sampling. Typically a 2 mark answer will reveal an understanding of sociologists selecting their respondents, possibly with some indication of type and number, and may refer to specific techniques of sampling to develop the answer	**[2]**
10(b)	**Explain how you used *sampling* in your study.** **Zero marks** for no evidence submitted or response does not address the question. **One mark** for reference to the notion of sampling as 'choosing particular people'. e.g. I chose **men** under 18 years old **One mark** for reference to the notion of size of the sample. e.g. I chose **20** men. **One mark** for a reference to the notion of method of sampling, and the use of the correct terminology. e.g. I used **snowball** sampling **One mark** for some notion of how the technique was applied, in a clear and concise way. e.g. I **did this**…gave questionnaires to my mum to give out at work. **A maximum of four marks.**	**[4]**
11(a)	*Secondary Data* **Explain the results you obtained from your two sources of *secondary data*** **Zero marks** for no evidence submitted or response does not address the question. **One mark** for the correct identification of a result(s) from a secondary source. e.g. I found from the league tables that girls do better than boys in the GCSE results **One mark** for a developed explanation of this result, which expresses a good understanding of the meaning of the result(s), and links in some way either to the hypothesis or aims. e.g. this… relates to my aim to find out who achieves higher exam results / helps me investigate my hypothesis that girls are more successful than boys	**[4]**

Section B- Applying the Methods		
Question Number	**Answer**	**Max Mark**
11(a) Cont'd	**Two marks** maximum for each source **A maximum of four marks**	
11(b)	**Evaluate how one of your sources of secondary data was usefully for your research: How did it;** • **help to meet your aims** • **help to prove or disprove your hypothesis.** **Zero marks** for no evidence submitted or response does not address the question. **One mark** for a basic link and weak evaluation between the aims and results from one source of secondary data. **Two marks** for a strong evaluation of the results from one secondary source and how it met the aims. The response could include either positive or negative evaluation, or alternatively both. **One mark** for a basic link and weak evaluation as to whether the results from one source of secondary data proved or disproved the hypothesis. **Two marks** for a strong evaluation of the results from one secondary source and how it either proved or disproved the hypothesis. The response could include either positive or negative evaluation, or alternatively both **Two marks** maximum for 'meet your aims' **Two marks** maximum for 'prove or disprove your hypothesis' **A maximum of four marks**	**[4]**
12(a)	*Validity* **Describe what is meant by the term '*validity of data'.*** **Zero marks** for no evidence submitted or response does not address the question. **One mark** for a limited/basic knowledge and understanding of the process, technique or concept in the question. Typically a 1 mark answer will make a simple response of data as that which shows what people do / think etc. **Two marks** for a good knowledge and understanding of the process, technique or concept in the question. Typically a 2 mark answer will make use of descriptors such as accuracy and truth of data collected but may not develop this.	**[2]**
12(b)	**Explain two ways you tried to make sure the data from your methods and sources would be *valid*** Candidates may include ways such as: • Using only established and reputable internet sites • Avoiding use of leading questions • Using open-ended questions / qualitative data	

Section B- Applying the Methods		
Question Number	**Answer**	**Max Mark**
12(b) cont'd	• Using a pilot study • Sample selection and response Any other reasonable response **Zero marks** for no evidence submitted or response does not address the question. **One mark** for the reference to one way the data from the method or source was valid but the relationship to validity may be implicit and not well explained. **Two marks** for the reference to one way the data from the method or source was valid but the link to validity will be stronger. A clear and detailed explanation of how the research was conducted to avoid bias and increase accuracy will be present. **Two marks** for each way **A maximum of four marks**	**[4]**
12(c)	**Evaluate how far your data was '*valid'* at the end of your research:** • **explain one way in which a piece of data you used was valid.** • **explain one way in which a piece of data you used was not valid.** **Zero marks** for no evidence submitted or response does not address the question. **One mark** for the identification or limited evaluation of a way in which the data was valid. **Two marks** for a developed explanation of a way in which the data was valid. **One mark** for the identification or limited evaluation of a way in which the data was not valid. **Two marks** for a developed explanation of a way in which the data was not valid. **Two marks** maximum for 'valid' **Two marks** maximum for 'not valid' **Four marks maximum**	**[4]**
13	**Identify and explain two problems you had, or potential problems you may have had, when using your *primary methods* to meet your aims or investigate your hypothesis.** **Zero marks** for no evidence submitted or response does not address the question. **One mark** for the identification of a problem connected to the use of the primary methods in order to research the hypothesis. **Two marks** for an explanation of a problem connected to the use of the primary methods in order to research the hypothesis. **Two marks** for each problem **Four marks maximum**	**[4]**

Section B- Applying the Methods		
Question Number	**Answer**	**Max Mark**
14	**Evaluate your research by looking at** • **how far you might make changes to your *hypothesis and aims;*** • **how you could extend your study to other areas within your topic.** **Indicative Content** Candidates' responses may include: • Some amendment to the hypothesis as a result of some data produced E.g. 'Girls are more successful than boys in education', amended to 'Girls are more successful in education but not in all subjects'. Total change to the hypothesis as a result of the outcome of the research i.e. the opposite to the claim having been proven by the findings. E.g. 'Children from single parent families have the same chances as children from other family types', changed to, 'Children from single parent families are less successful in school'. • Some amendment to the aims as a result of the research process. This might be as a result of the difficulty of finding or being able to collect appropriate data, the aim being too broad or not helping to prove or disprove the hypothesis. • Suggestions for how the study could be developed further by identifying related areas or social problems. E.g. A study into achievement in school could be extended in to a study of success in higher education and / or study into whether educational success leads to higher pay levels. E.g. A study into attitudes to or causes of poverty may be developed into research into the effects of poverty on health and life expectancy. Candidates might also consider extension of their study to different age groups or locations **Marks will be awarded for the depth and detail of the explanation for any changes. Candidates will also be rewarded for positive evaluation of their work.** **Zero marks for no evidence submitted or response does not address the question.** **Level 1 [1-4 marks]** Candidates apply limited knowledge and examples to the question.	

Section B- Applying the Methods		
Question Number	**Answer**	**Max Mark**
14 Cont'd	Candidates analyse and evaluate the debate in a limited way. Information and evidence is presented with some lack of clarity and inaccuracy. Arguments and points are interpreted simply. There are likely to be some errors of spelling, punctuation and grammar of which some may be noticeable and intrusive. **Level 2 [5-8 marks]** Candidates reveal a basic knowledge of research as a tool and apply basic knowledge and examples to the question. Candidates analyse and evaluate the debate in a basic way. Relevant information and evidence is presented and meaning is generally clear. Typically answers will contain sociological ideas but without sociological language. There will be some errors of spelling, punctuation and grammar, but these are unlikely to be intrusive or obscure meaning. **Level 3 [9-12 marks]** Candidates reveal a good knowledge of the research as a tool and apply good knowledge and examples to the question. Candidates analyse and evaluate the debate in a good way. A wide range of evidence and information is used to critically support substantiated arguments and conclusions in relation to the issue. Meaning is clear. Typically answers will contain a range of sociological ideas and language throughout. Complex ideas have been expressed clearly and fluently using a style of writing appropriate to the subject matter. There may be a few, if any, errors of spelling, punctuation and grammar.	**[12]**
	Section B Total	**[40]**
	Paper Total	**[60]**

Assessment Objectives Grid (includes QWC)

	AO1	AO2	AO3	Total
Section A	9	11	0	**20**
Section B	8	18	14	**40**
Total	**17**	**29**	**14**	**60**

Question	AO1	AO2	AO3	Total
1	1	1	0	**2**
2	2	2	0	**4**
3	0	4	0	**4**
4	2	0	0	**2**
5	0	2	0	**2**
6	2	0	0	**2**
7	0	2	0	**2**
8	1	0	0	**1**
9	1	0	0	**1**
10(a)	2	0	0	**2**
10(b))	0	4	0	**4**
11(a)	0	4	0	**4**
11(b)	0	0	4	**4**
12(a)	2	0	0	**2**
12(b)	0	4	0	**4**
12(c)	0	0	4	**4**
13	2	2	0	**4**
14	2	4	6	**12**
Totals	**17**	**29**	**14**	**60**